



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

6901 N Camino de la Tierra, Tucson, AZ 85741

Flowing Wells Unified District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2005-06 Highly Performing
2004-05 Highly Performing
2003-04 Performing

(a) For additional information, please refer to Achievement Profiles Page near end of document.

School Overview

Principal/Administrator : Mr. Lyle Dunbar
Schedule : 07:15 AM to 04:00 PM
Grades : K-6
Web Address : www.floatingwells.k12.az.us
Phone Number : (520) 696-8500
Fax Number : (520) 690-5617
E-mail : dunbarl@floatingwells.k12.az.us

Mission

We strive for personal and organizational integrity, commit to doing what is best for our students, and give support to each other. We believe that every individual is valuable and possesses tremendous potential for achievement.

No Child Left Behind

Adequate Yearly Progress (b)

2005-06 Met
2004-05 Met
2003-04 Met

School Improvement Status (b)

2005-06 N/A
2004-05 N/A
2003-04 N/A

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- ü Students will demonstrate effective reading comprehension skills, and enjoy and critically analyze quality literature.
- ü Students will demonstrate effective mathematics skills and problem-solving strategies.
- ü Students will effectively communicate in written language using the 'Six Traits of Writing' model.
- ü Students will develop critical thinking skills through scientific inquiry.

Enrollment

October 1, 2005 School Year Student Enrollment : 445
Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2005-06 : 154

Instructional Programs

- Ü SEI - Structured English Immersion
- Ü Gifted
- Ü Reading Seed Tutoring Program
- Ü On-Site Special Education

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	5 hours 30 minutes
First Day of School :	8/10/2005
Last Day of School :	5/23/2006

Shared Responsibilities

School

Parents are provided extensive resources from the school, including a monthly informational newsletter, handbooks, student directory, parenting resources, parent pledges, regular progress reports and conferences.

Parents

Parents are expected to send their students to school dressed appropriately and to notify the school in the event of absences. Additionally, parents are asked to fulfill commitments as articulated in the school/parent pledge.

Transportation Policy

The Governing Board of Flowing Wells District has developed a comprehensive transportation plan that services all students within the district based upon need and location relative to the school.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
Ü National Excellence Blue Ribbon Award	1988
Ü Arizona A+ School	2005
Ü Arizona Literacy Site	1992
Ü Arizona Top 10 Teacher of the Year	1999

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	57	379	80010	100	98	99	450	447	447	7	8	10	25	20	18	47	56	53	21	16	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	27	180	38935	100	99	99	446	449	447	7	6	9	30	22	19	41	58	55	22	15	17
Male	30	199	40974	100	98	98	454	445	448	7	11	11	20	19	18	53	54	52	20	16	19
African American	NC	NC	4201	NC	NC	99	NC	NC	430	NC	NC	17	NC	NC	23	NC	NC	51	NC	NC	9
Hispanic	24	194	34545	100	97	99	455	444	432	13	10	14	13	20	24	50	59	53	25	11	9
Asian/Pacific Islander	NC	NC	2068	NC	NC	99	NC	NC	474	NC	NC	4	NC	NC	10	NC	NC	50	NC	NC	36
American Indian/Alaskan Native	--	NC	3979	--	NC	96	--	NC	424	--	NC	17	--	NC	30	--	NC	47	--	NC	6
White	30	162	35142	100	99	99	448	453	465	3	7	5	30	20	11	47	51	56	20	22	28
Students with Disabilities	NC	48	10161	NC	91	93	NC	417	419	NC	27	28	NC	33	28	NC	35	36	NC	4	8
Students without Disabilities	48	331	69849	100	100	100	456	451	451	6	6	7	17	18	17	52	59	56	25	17	19
Limited English Proficient Students	--	51	14013	--	96	97	--	412	413	--	25	24	--	35	34	--	39	39	--	NA	3
Migrant Students	--	--	603	--	--	96	--	--	417	--	--	22	--	--	32	--	--	42	--	--	4
Economically Disadvantaged	26	262	39029	100	98	98	443	442	432	12	10	14	27	23	25	50	56	52	12	11	9
Non-Economically Disadvantaged	31	117	40981	100	99	100	456	459	462	3	6	6	23	14	13	45	55	54	29	26	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	56	365	79438	98	95	98	456	448	451	NA	10	9	41	25	24	39	55	56	20	10	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	27	175	38775	100	97	99	457	453	457	NA	7	7	41	24	22	41	58	58	19	11	13
Male	29	190	40560	97	93	97	456	444	446	NA	12	12	41	26	25	38	52	54	21	10	9
African American	NC	NC	4178	NC	NC	98	NC	NC	439	NC	NC	13	NC	NC	29	NC	NC	52	NC	NC	6
Hispanic	24	189	34297	100	95	98	455	439	434	NA	14	14	42	26	31	42	53	50	17	7	5
Asian/Pacific Islander	NC	NC	2063	NC	NC	99	NC	NC	475	NC	NC	3	NC	NC	15	NC	NC	63	NC	NC	20
American Indian/Alaskan Native	--	NC	3940	--	NC	95	--	NC	429	--	NC	14	--	NC	36	--	NC	47	--	NC	3
White	29	154	34887	97	94	98	461	459	471	NA	5	4	38	25	15	38	57	63	24	14	18
Students with Disabilities	NC	36	9588	NC	68	88	NC	414	416	NC	25	30	NC	42	32	NC	28	34	NC	6	5
Students without Disabilities	48	329	69850	100	99	100	461	452	456	NA	8	7	38	23	23	40	57	59	23	11	12
Limited English Proficient Students	--	47	13856	--	89	96	--	386	407	--	45	27	--	38	43	--	17	29	--	NA	1
Migrant Students	--	--	600	--	--	96	--	--	418	--	--	22	--	--	38	--	--	39	--	--	2
Economically Disadvantaged	25	251	38685	96	94	97	446	439	435	NA	14	14	56	29	32	32	50	50	12	8	5
Non-Economically Disadvantaged	31	114	40753	100	97	99	464	468	467	NA	2	5	29	18	16	45	65	62	26	16	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	57	381	79971	100	99	99	451	416	423	7	12	8	25	38	41	54	44	49	14	6	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	27	180	38974	100	99	99	456	441	437	7	7	5	22	28	33	48	57	57	22	9	4
Male	30	201	40895	100	99	98	447	394	410	7	17	10	27	48	47	60	33	41	7	2	2
African American	NC	NC	4203	NC	NC	99	NC	NC	411	NC	NC	11	NC	NC	45	NC	NC	43	NC	NC	2
Hispanic	24	198	34481	100	99	99	456	415	410	4	13	10	29	37	46	54	45	43	13	5	1
Asian/Pacific Islander	NC	NC	2067	NC	NC	99	NC	NC	449	NC	NC	4	NC	NC	28	NC	NC	60	NC	NC	8
American Indian/Alaskan Native	--	NC	3995	--	NC	96	--	NC	409	--	NC	10	--	NC	47	--	NC	42	--	NC	1
White	30	161	35150	100	99	99	447	417	437	10	12	5	20	40	35	53	41	56	17	7	5
Students with Disabilities	NC	53	10258	NC	100	94	NC	327	377	NC	42	23	NC	40	51	NC	17	25	NC	2	1
Students without Disabilities	48	328	69713	100	99	100	462	430	429	4	7	5	23	38	39	56	48	52	17	6	3
Limited English Proficient Students	--	53	13985	--	100	97	--	344	382	--	32	18	--	57	54	--	11	27	--	NA	0
Migrant Students	--	--	608	--	--	97	--	--	389	--	--	16	--	--	50	--	--	33	--	--	0
Economically Disadvantaged	26	264	38994	100	99	98	448	407	409	8	14	10	27	42	47	54	40	41	12	4	1
Non-Economically Disadvantaged	31	117	40977	100	99	100	454	436	437	6	7	5	23	31	34	55	54	56	16	9	5

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

4th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	70	389	80147	100	98	99	497	481	482	1	11	11	3	12	17	73	55	49	23	22	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	31	193	39281	100	97	99	493	477	483	NA	11	9	6	13	17	68	54	50	26	22	24
Male	39	196	40780	100	99	98	499	484	482	3	12	12	NA	10	17	77	56	48	21	22	24
African American	NC	NC	4249	NC	NC	99	NC	NC	464	NC	NC	17	NC	NC	22	NC	NC	48	NC	NC	13
Hispanic	24	191	33494	100	98	99	493	474	466	NA	13	15	4	14	23	79	57	49	17	16	14
Asian/Pacific Islander	--	NC	2103	--	NC	99	--	NC	515	--	NC	4	--	NC	8	--	NC	44	--	NC	45
American Indian/Alaskan Native	NC	NC	4117	NC	NC	96	NC	NC	456	NC	NC	19	NC	NC	27	NC	NC	46	NC	NC	8
White	42	181	36122	100	98	99	498	488	501	NA	9	5	2	9	10	71	54	50	26	29	35
Students with Disabilities	NC	62	10295	NC	91	92	NC	440	443	NC	29	33	NC	26	26	NC	40	33	NC	5	8
Students without Disabilities	62	327	69852	100	100	100	501	488	488	NA	8	7	3	9	16	71	57	51	26	25	26
Limited English Proficient Students	--	44	12722	--	98	97	--	436	441	--	36	27	--	23	33	--	39	37	--	2	3
Migrant Students	--	--	622	--	--	97	--	--	454	--	--	19	--	--	30	--	--	43	--	--	8
Economically Disadvantaged	30	264	38371	100	99	97	486	473	465	NA	13	15	7	14	23	80	55	49	13	18	13
Non-Economically Disadvantaged	40	125	41776	100	97	100	504	496	498	3	8	6	NA	6	11	68	54	49	30	31	33

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	69	367	79686	99	93	98	487	470	470	1	10	11	16	22	24	74	60	57	9	7	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	31	185	39163	100	93	99	495	471	475	NA	10	9	13	19	22	74	63	60	13	8	10
Male	38	182	40438	97	92	97	480	468	465	3	10	13	18	25	25	74	58	54	5	7	7
African American	NC	NC	4228	NC	NC	98	NC	NC	458	NC	NC	15	NC	NC	28	NC	NC	53	NC	NC	4
Hispanic	24	181	33299	100	93	98	477	456	452	4	13	17	21	31	32	75	52	47	NA	3	3
Asian/Pacific Islander	--	NC	2097	--	NC	99	--	NC	490	--	NC	5	--	NC	13	--	NC	68	--	NC	14
American Indian/Alaskan Native	NC	NC	4087	NC	NC	96	NC	NC	446	NC	NC	16	NC	NC	38	NC	NC	44	NC	NC	2
White	42	171	35914	100	92	98	490	483	489	NA	6	5	14	13	15	74	69	67	12	11	14
Students with Disabilities	NC	42	9808	NC	62	87	NC	438	432	NC	33	35	NC	31	32	NC	31	30	NC	5	3
Students without Disabilities	62	325	69878	100	99	100	490	474	475	NA	7	8	15	21	23	76	64	61	10	7	9
Limited English Proficient Students	--	40	12594	--	89	96	--	409	422	--	45	34	--	43	45	--	13	21	--	NA	0
Migrant Students	--	--	611	--	--	95	--	--	439	--	--	22	--	--	39	--	--	37	--	--	2
Economically Disadvantaged	30	247	38095	100	93	97	471	460	452	3	12	17	27	28	32	67	56	48	3	4	3
Non-Economically Disadvantaged	39	120	41591	98	93	99	499	489	486	NA	7	6	8	11	16	79	69	65	13	13	13

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	70	394	80372	100	99	99	484	456	475	3	10	4	17	32	30	80	58	64	NA	1	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	31	198	39452	100	99	99	498	466	488	NA	9	3	13	26	22	87	64	72	NA	1	3
Male	39	196	40836	100	99	98	473	445	464	5	11	6	21	38	37	74	52	56	NA	NA	1
African American	NC	NC	4264	NC	NC	99	NC	NC	465	NC	NC	5	NC	NC	35	NC	NC	59	NC	NC	1
Hispanic	24	193	33608	100	99	99	484	446	462	NA	12	6	25	34	36	75	53	57	NA	1	1
Asian/Pacific Islander	--	NC	2098	--	NC	99	--	NC	500	--	NC	2	--	NC	16	--	NC	75	--	NC	7
American Indian/Alaskan Native	NC	NC	4128	NC	NC	97	NC	NC	464	NC	NC	4	NC	NC	39	NC	NC	56	NC	NC	1
White	42	184	36213	100	99	99	485	465	489	2	7	2	14	29	22	83	63	72	NA	1	3
Students with Disabilities	NC	67	10526	NC	99	94	NC	393	427	NC	28	15	NC	54	53	NC	18	31	NC	NA	1
Students without Disabilities	62	327	69846	100	100	100	488	468	482	2	6	3	15	28	26	84	66	69	NA	1	2
Limited English Proficient Students	--	46	12747	--	100	97	--	389	432	--	30	12	--	41	52	--	28	36	--	NA	0
Migrant Students	--	--	621	--	--	97	--	--	452	--	--	9	--	--	40	--	--	51	--	--	0
Economically Disadvantaged	30	267	38521	100	100	98	483	446	461	NA	11	6	23	37	38	77	51	55	NA	1	1
Non-Economically Disadvantaged	40	127	41851	100	98	100	485	476	489	5	7	3	13	21	22	83	72	72	NA	NA	4

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	56	431	79306	100	98	99	521	504	504	5	11	13	13	19	20	61	52	49	21	18	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	23	211	38845	96	97	99	526	507	505	NA	7	11	9	17	20	65	58	50	26	18	18
Male	33	220	40383	100	100	98	517	502	504	9	15	14	15	21	19	58	45	47	18	18	19
African American	NC	15	4171	NC	100	98	NC	512	485	NC	NA	20	NC	20	26	NC	67	44	NC	13	10
Hispanic	17	205	32673	94	97	99	520	493	487	12	16	18	6	22	25	59	46	46	24	15	10
Asian/Pacific Islander	--	NC	2147	--	NC	99	--	NC	539	--	NC	5	--	NC	10	--	NC	46	--	NC	40
American Indian/Alaskan Native	NC	NC	4034	NC	NC	97	NC	NC	479	NC	NC	22	NC	NC	29	NC	NC	43	NC	NC	7
White	34	195	36234	100	100	99	520	514	523	3	7	6	15	15	13	62	57	52	21	21	28
Students with Disabilities	14	72	10286	100	89	91	486	466	462	21	36	41	21	28	27	50	32	27	7	4	5
Students without Disabilities	42	359	69020	100	100	100	531	512	510	NA	6	9	10	17	18	64	56	52	26	21	21
Limited English Proficient Students	--	40	10291	--	93	96	--	452	458	--	40	38	--	43	34	--	15	26	--	3	2
Migrant Students	--	--	630	--	--	95	--	--	478	--	--	24	--	--	27	--	--	43	--	--	6
Economically Disadvantaged	15	261	37437	94	96	97	524	494	486	7	15	19	13	22	26	60	49	46	20	14	9
Non-Economically Disadvantaged	41	170	41869	100	100	100	520	520	521	5	5	7	12	14	14	61	56	51	22	25	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	53	409	79000	95	93	98	499	489	489	4	10	10	15	22	24	72	59	58	9	10	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	23	207	38774	96	95	99	510	495	494	NA	4	7	9	21	22	78	65	61	13	10	10
Male	30	202	40150	94	91	98	489	484	485	7	15	12	20	23	25	67	52	55	7	10	8
African American	NC	15	4153	NC	100	98	NC	500	476	NC	NA	13	NC	20	30	NC	73	53	NC	7	4
Hispanic	16	193	32508	89	91	98	503	478	472	NA	14	15	13	26	33	75	52	49	13	7	3
Asian/Pacific Islander	--	NC	2142	--	NC	99	--	NC	510	--	NC	4	--	NC	14	--	NC	67	--	NC	16
American Indian/Alaskan Native	NC	NC	4016	NC	NC	96	NC	NC	467	NC	NC	14	NC	NC	37	NC	NC	46	NC	NC	2
White	32	186	36135	97	95	98	497	500	508	6	6	4	13	17	14	75	64	67	6	13	15
Students with Disabilities	11	52	9991	79	64	88	469	454	449	18	23	33	36	50	36	36	23	29	9	4	2
Students without Disabilities	42	357	69009	100	100	100	505	494	495	NA	8	6	10	18	22	81	64	62	10	11	10
Limited English Proficient Students	--	40	10199	--	93	95	--	424	439	--	55	35	--	38	47	--	8	18	--	NA	0
Migrant Students	--	--	629	--	--	95	--	--	457	--	--	22	--	--	41	--	--	37	--	--	1
Economically Disadvantaged	14	247	37234	88	91	97	498	479	472	7	15	15	7	26	33	79	54	50	7	6	3
Non-Economically Disadvantaged	39	162	41766	98	97	99	499	506	505	3	2	5	18	16	16	69	66	65	10	16	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	56	438	79611	100	100	99	505	496	496	4	8	7	27	33	37	70	59	56	NA	NA	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	23	216	39016	96	100	99	523	510	511	NA	6	4	17	24	29	83	70	66	NA	NA	1
Male	33	222	40519	100	100	98	491	482	482	6	9	10	33	43	44	61	48	46	NA	NA	0
African American	NC	15	4188	NC	100	98	NC	536	486	NC	NA	9	NC	7	40	NC	93	50	NC	NA	0
Hispanic	17	210	32855	94	100	99	508	484	481	NA	11	10	24	37	43	76	52	47	NA	NA	0
Asian/Pacific Islander	--	NC	2149	--	NC	100	--	NC	519	--	NC	4	--	NC	24	--	NC	70	--	NC	2
American Indian/Alaskan Native	NC	10	3992	NC	100	96	NC	NA	478	NC	NA	10	NC	NA	46	NC	NA	44	NC	NA	0
White	34	196	36380	100	100	99	502	506	511	6	4	4	26	32	30	68	64	65	NA	NA	1
Students with Disabilities	14	80	10664	100	99	94	450	445	440	14	18	23	50	68	54	36	15	22	NA	NA	1
Students without Disabilities	42	358	68947	100	100	100	521	507	504	NA	6	4	19	26	34	81	69	61	NA	NA	1
Limited English Proficient Students	--	41	10362	--	95	97	--	402	438	--	41	22	--	46	57	--	12	21	--	NA	NA
Migrant Students	--	--	636	--	--	96	--	--	467	--	--	14	--	--	47	--	--	38	--	--	0
Economically Disadvantaged	15	269	37626	94	99	98	497	487	479	7	10	10	27	38	45	67	52	45	NA	NA	0
Non-Economically Disadvantaged	41	169	41985	100	100	100	508	510	511	2	4	4	27	26	30	71	70	65	NA	NA	1

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

6th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	62	452	79327	100	96	98	527	519	518	8	13	19	18	19	20	58	55	46	16	13	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	34	243	38961	100	98	98	527	521	520	6	12	16	18	16	20	59	59	48	18	13	16
Male	28	209	40295	100	94	97	526	516	516	11	14	21	18	22	19	57	51	44	14	13	16
African American	--	13	4247	--	100	98	--	511	499	--	15	27	--	23	24	--	54	41	--	8	8
Hispanic	27	221	32327	100	96	98	513	509	499	19	18	27	22	21	25	52	53	41	7	8	8
Asian/Pacific Islander	--	NC	1939	--	NC	99	--	NC	556	--	NC	6	--	NC	10	--	NC	47	--	NC	36
American Indian/Alaskan Native	NC	NC	4391	NC	NC	96	NC	NC	489	NC	NC	32	NC	NC	27	NC	NC	36	NC	NC	4
White	34	209	36373	100	97	98	536	529	538	NA	9	10	15	16	14	65	57	52	21	18	25
Students with Disabilities	12	53	9321	100	76	87	497	475	467	25	42	54	42	34	22	25	23	21	8	2	3
Students without Disabilities	50	399	70006	100	100	100	533	524	524	4	10	14	12	17	19	66	59	49	18	14	18
Limited English Proficient Students	NC	32	9431	NC	100	95	NC	467	466	NC	53	53	NC	28	27	NC	19	18	NC	NA	1
Migrant Students	--	--	635	--	--	94	--	--	488	--	--	31	--	--	29	--	--	36	--	--	4
Economically Disadvantaged	27	303	37097	100	94	97	523	511	498	7	17	27	30	20	25	41	51	41	22	11	7
Non-Economically Disadvantaged	35	149	42230	100	100	99	529	535	535	9	5	11	9	15	15	71	64	50	11	16	24

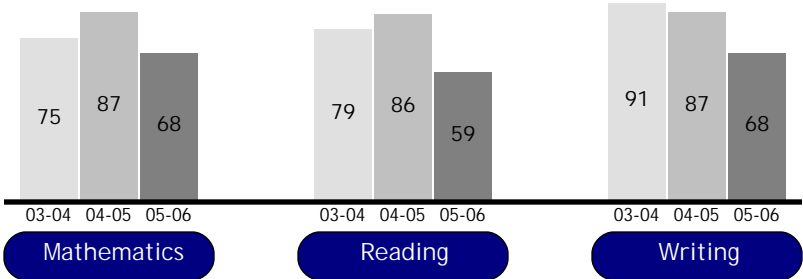
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	58	446	79501	94	95	98	505	503	497	2	4	10	22	24	25	76	68	60	NA	4	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	34	241	39062	100	98	99	505	506	502	3	4	8	24	21	23	74	71	64	NA	4	5
Male	24	205	40368	86	92	98	504	498	491	NA	5	13	21	28	27	79	64	57	NA	3	3
African American	--	13	4279	--	100	99	--	499	485	--	8	14	--	23	30	--	69	54	--	NA	2
Hispanic	23	215	32389	85	93	98	502	493	478	4	7	16	22	32	34	74	58	48	NA	3	1
Asian/Pacific Islander	--	NC	1936	--	NC	99	--	NC	519	--	NC	3	--	NC	14	--	NC	73	--	NC	9
American Indian/Alaskan Native	NC	NC	4401	NC	NC	96	NC	NC	473	NC	NC	17	NC	NC	40	NC	NC	43	NC	NC	1
White	34	209	36446	100	97	99	506	512	516	NA	1	4	24	17	15	76	77	73	NA	5	7
Students with Disabilities	NC	47	9411	NC	67	88	NC	470	453	NC	15	36	NC	43	36	NC	43	26	NC	NA	1
Students without Disabilities	50	399	70090	100	100	100	506	506	502	NA	3	7	22	22	24	78	71	65	NA	4	5
Limited English Proficient Students	--	28	9401	--	88	94	--	447	443	--	32	40	--	57	46	--	11	14	--	NA	0
Migrant Students	--	--	642	--	--	95	--	--	465	--	--	24	--	--	41	--	--	35	--	--	0
Economically Disadvantaged	25	299	37183	93	93	97	497	496	479	4	6	16	28	29	34	68	61	49	NA	4	1
Non-Economically Disadvantaged	33	147	42318	94	99	99	510	516	513	NA	1	5	18	15	17	82	81	70	NA	3	7

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	62	469	80000	100	100	99	557	552	564	NA	3	3	13	16	11	79	71	75	8	10	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	34	248	39288	100	100	99	568	569	579	NA	1	2	9	10	6	82	75	77	9	14	16
Male	28	221	40644	100	100	98	541	533	549	NA	5	4	18	23	15	75	67	74	7	5	7
African American	--	13	4307	--	100	99	--	575	551	--	NA	4	--	8	13	--	85	75	--	8	7
Hispanic	27	232	32672	100	100	99	550	545	548	NA	3	4	19	19	14	74	72	76	7	6	6
Asian/Pacific Islander	--	NC	1945	--	NC	99	--	NC	592	--	NC	1	--	NC	4	--	NC	69	--	NC	25
American Indian/Alaskan Native	NC	NC	4424	NC	NC	97	NC	NC	549	NC	NC	3	NC	NC	14	NC	NC	77	NC	NC	5
White	34	214	36602	100	100	99	562	558	579	NA	3	2	9	14	7	82	68	75	9	14	16
Students with Disabilities	12	69	9919	100	99	93	503	492	505	NA	7	9	50	54	35	42	38	54	8	1	2
Students without Disabilities	50	400	70081	100	100	100	567	562	571	NA	2	2	4	10	7	88	77	79	8	12	12
Limited English Proficient Students	NC	33	9571	NC	100	96	NC	465	502	NC	15	10	NC	39	29	NC	45	60	NC	NA	1
Migrant Students	--	--	654	--	--	97	--	--	534	--	--	7	--	--	16	--	--	74	--	--	3
Economically Disadvantaged	27	320	37534	100	100	98	545	542	547	NA	3	4	15	19	15	85	73	76	NA	5	5
Non-Economically Disadvantaged	35	149	42466	100	100	100	565	575	578	NA	1	2	11	10	7	74	68	75	14	21	16

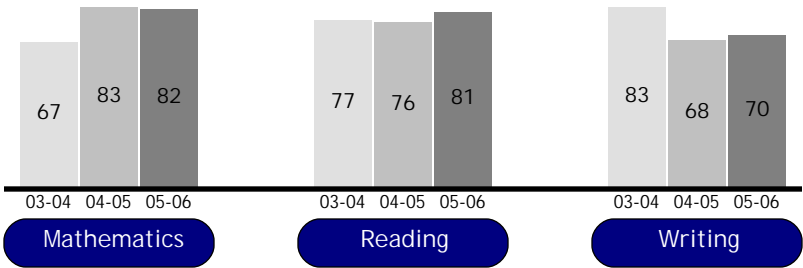
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

3rd Grade Proficiency



5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	94	71	NA	58	97	52	43	47	95	61	39	46
	Language	96	60	54	50	97	54	46	47	95	70	44	48
	Mathematics	97	71	69	64	97	57	50	50	97	67	46	52
3	Reading	98	64	NA	55	100	55	44	44	96	50	44	46
	Language	98	70	59	61	100	47	41	44	98	54	41	46
	Mathematics	98	67	63	61	100	60	51	51	98	52	50	52
4	Reading	94	65	NA	56	96	54	48	48	99	61	52	52
	Language	95	65	52	52	96	61	50	49	100	59	48	52
	Mathematics	95	73	62	61	96	61	56	53	100	65	58	58
5	Reading	100	71	NA	55	94	56	49	50	91	61	58	56
	Language	100	59	47	49	94	52	47	50	96	58	52	54
	Mathematics	100	68	59	63	94	54	47	49	96	59	52	52
6	Reading	98	71	NA	56	98	58	52	51	90	56	58	56
	Language	96	60	48	48	98	58	47	47	97	56	48	50
	Mathematics	96	78	67	66	98	59	52	52	97	65	58	58

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

Robert Richardson Elementary School

School Site Council

Council Composition

- 1 School Administrator(s)
- 2 Non-certified Employee(s)
- 2 Teacher(s)
- 4 Parent(s)
- 0 Community Member(s)
- 0 Student(s)

Council Duties

- ü Instructional Strategies
- ü Curriculum Development
- ü Textbook Selection
- ü School Safety Issues
- ü Student Discipline
- ü Parent/Educator Relations

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	29.00
Other Professional Staff	1.20	Teacher Aide	17.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	9	1	0	0
4 to 6 years	1	3	0	0
7 to 9 years	1	1	0	0
10 or more years	7	8	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	6
Teachers with Emergency Certification.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- ü Computer Lab
- ü Multipurpose Room--Athletic Facility

Extracurricular Activities

- ü After School Basketball
- ü After School Cross Country
- ü After School Volleyball
- ü Before School Choir
- ü After School Football

Social Services

- ü Before/After School Care
- ü Community Classes
- ü Breakfast Program
- ü Lunch Program

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Richardson is accredited by the North Central Association. Currently, Richardson is working on creating a closer alignment of the Arizona Academic Standards with our core curriculum and developing strategies that instill responsible behaviors.
- ü A state-of-the-art computer lab aids in the delivery of a K-6 technology curriculum. Our goal is to teach students to operate PC Windows environment programs such as Word, Powerpoint, Encarta, multimedia programs and the Internet.
- ü Richardson Elementary received recognition as an A+ school from the Arizona Educational Foundation in April of 2005.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	96	95	94	95
Promotion Rate ⁵	93	89	88	73
Graduation Rate ⁶	NA	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Richardson Elementary School participates in a district-wide Building Blocks of Character program. Through this program, students are encouraged to practice the lifeskills that make them valuable members of their school and community.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

0

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Lyle Dunbar	(520) 696-8500
Transportation Policy	David Krogstad	(520) 696-8871
Community Resources	Lyle Dunbar	(520) 696-8500
School Nutrition Programs	Susan Beaudry	(520) 696-8623
Parent Organization	Debbie Pattengale	(520) 696-8500
Student Health/Nurse	Nellie Pintor	(520) 696-8502

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.